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RECRUITING, TRAINING, AND DEVELOPING WORKERS FOR FARMER COOPERATIVES

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ACKNOWLEDGEMENTS

Much of the basic data was located and analyzed by Donald H. Cooper, Senior Research Specialist, National Rural Electric Cooperative Association, under terms of a U.S. Department of Agriculture contract.

In addition, technical advice was given by O. H. Bowden, Director, Personnel and Member Relations, Gold Kist, Inc., Atlanta, Ga.; J. H. Dean, Executive Vice President and General Manager, FAR-MAR-CO., INC., Hutchinson, Kansas; J. D. Miller, Executive Director, Schools Division, Farmland Industries, Kansas City, Mo.; and Ralph S. Whiting, Manager of Training Services, Farmers Union Central Exchange, St. Paul, Minn.

This publication was planned and coordinated, and portions written by Irwin W. Rust, Farmer Cooperative Service, U.S. Department of Agriculture.

FARMER COOPERATIVE SERVICE U.S. DEPARTMENT OF AGRICULTURE

Farmer Cooperative Service provides research, management, and educational assistance to cooperatives to strengthen the economic position of farmers and other rural residents. It works directly with cooperative leaders and Federal and State agencies to improve organization, leadership, and operation of cooperatives and to give guidance to further development.

The Service (1) helps farmers and other rural residents obtain supplies and services at lower cost and to get better prices for products they sell; (2) advises rural residents on developing existing resources through cooperative action to enhance rural living; (3) helps cooperatives improve services and operating efficiency; (4) informs members, directors, employees, and the public on how cooperatives work and benefit their members and their communities; and (5) encourages international cooperative programs.

The Service publishes research and educational materials and issues *News for Farmer Cooperatives*. All programs and activities are conducted on a nondiscriminatory basis.

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RECRUITING, TRAINING, AND DEVELOPING WORKERS FOR FARMER COOPERATIVES

Personnel administration is an essential responsibility of management in a cooperative just as it is in any other business firm. Dealing constructively with personnel problems reflects good management and contributes to the success of the whole enterprise.

Attaining the objectives of a cooperative business firm depends in part upon capabilities, attitudes, and actions of its employees.

How cooperative employees feel about their jobs affects their work performance and their attitudes toward the cooperative. Their attitudes and actions can influence the opinion and patronage of members and the public.

Good personnel administration involves the entire management team—board of directors, general manager, and supervisors.

The well-managed cooperative establishes effective policies and programs for recruiting, placing, training, supervising, and evaluating employees.

While this is not an easy task for small cooperatives, new and inexperienced ones, or those isolated in rural locations, help is available. A considerable body of information exists on personnel administration for business enterprises. This may be obtained from such sources as colleges and universities, local libraries, trade associations, professional societies, State Employment Services, and the Small Business Administration.

Another source of information and assistance can be found among larger cooperatives with well-developed personnel procedures and

experienced personnel staffs. Very little of this personnel know-how, some of it developed through years of trial and error, has been put into a form readily available to other cooperatives. Almost no literature exists for the personnel problems of cooperatives as such.

Many cooperatives have been forced by circumstances to hire and develop employees through informal methods, depending upon whatever experience and good judgment the manager or other staff members happen to have brought to the job. This has been particularly true of cooperatives whose plants and offices are outside the major labor pools.

With this situation in mind, Farmer Cooperative Service prepared this publication. It brings together principles, ideas, and experiences in personnel administration suitable for cooperative business firms of any kind or size.

It has been reviewed by personnel and training supervisors of several major farmer cooperatives. Their comments and suggestions are incorporated at appropriate points in the text. A typical comment: “—this will be an excellent tool, especially for those cooperatives that do not have—training and recruiting departments—”.

Although this publication may find its greatest usefulness in the hands of managers and professional personnel people on cooperative staffs, information here is also useful for directors and others interested in cooperatives and in better personnel programs for hiring and developing cooperative employees.



Jobs and People

A cooperative is a business firm—a special kind of business firm. The successful cooperative, like any successful firm, counts on its employees for a large measure of its success.

The accompanying table lists the number of cooperatives serving rural America by major function performed, and gives an estimate of the number of persons employed by these cooperatives.

In some cases the number of employees shown is based on an actual head count. In other cases the number of employees shown is an estimate, based on conversations with informed officials of leading cooperatives.

There is a continuing need for people who

can fill jobs in cooperatives, large and small, all over the United States, in such different fields of endeavor as fertilizer production, marketing farm products, electronic data processing, transportation, and accounting.

A survey by the Cooperative League of the USA, Chicago, Ill. showed that rural cooperatives needed an additional 5,000 persons at the job-entry level during 1969 alone.

Farmland Industries, Inc. with close to 4,000 employees is one of the largest employers in Kansas City, Mo. By contrast, some local associations get along with one part-time employee.

As for locale of the co-op jobs, they vary, for example, from the headquarters building of Sunkist Growers, Inc., Sherman Oaks, Calif., in busy San Fernando Valley, to the manager and employees of many cooperatives in isolated rural communities that over the years have gradually become so small they boast only a combination store—lunch counter—gas pump and a post office in addition to the cooperative headquarters.

Salaries of people working in cooperatives range widely. At least one general manager receives in excess of \$100,000 annually. At the other end of the scale are part-time untrained employees earning the minimum hourly wage.

In terms of training and education, some staff members of cooperatives have graduate university degrees and regularly attend special training seminars provided by such organizations as the American Management Association, while others have never finished grade school nor received a single hour of on-the-job training.

Some cooperatives maintain strong personnel departments and provide a wide range of

Table 1.—Employment Opportunities in Rural Cooperatives

Kind of Cooperative	Number	Number of Employees ¹
Marketing	5,100	110,000
Purchasing	2,900	65,000
Related Services	250	5,000
Dairy Herd Improvement	1,425	2,500
Artificial Breeding	20	200
Electric	924	35,000
Telephone	232	3,400
Production Credit Associations	459	4,250
Federal Land Bank Associations	686	1,700
Farm Credit District Banks	37	1,100
Credit Unions	23,207 ²	33,000 ³
Mutual Irrigation Associations	7,500	16,500
Mutual Insurance Companies	1,200	5,000
	43,940	282,650

¹ Estimated.

² About 40 percent are located in suburban or rural areas.

³ 17,000 full time employees; 16,000 part time employees.

programs for recruiting and training, while at the other extreme, many cooperatives have no formal personnel program at all.

In many cooperatives, like many other types of business firm, the largest operating expense is for personnel. In addition to the salaries and wages paid, these expenditures must include the cost of interviewing, hiring, and training personnel.

No one has determined the total payroll of cooperatives in the United States. Estimates based on projections furnished by some of the well-known cooperatives suggest an annual amount in excess of \$2 billion. The combined payroll total for about 1,000 rural electric cooperatives alone amounts to some \$200 million a year.

Improving Understanding

Aside from the north central States and a few other places in the United States, young people come out of school and seek their first job with little or no information about cooperatives.

Rural people may have some familiarity with one particular cooperative that the family or a neighbor patronizes but still be unaware of the wide variety of cooperatives that offer services—and employment.

The great majority of people learn in school about the types of business firms they commonly see around them and accept as the existing system. It can help enlarge the potential supply of cooperative employees for cooperatives to do three things to improve member and public knowledge about cooperatives. These are:

1. Maintain Strong Member Relations Program

See that members are well-informed. They can then better understand the cooperative's employee relations. Members' support of their cooperative can be contagious for employees and build loyalty to help management and overall operations.

If adult members understand their cooperative, their children will pick up understanding and interest in cooperative enterprise. Such young people become one source of new employees.

2. Build Sound Public Relations Program

Provide information about the special features of the cooperative way of doing business. This requires access to local newspapers, radio, and TV stations.

It requires workable relations with community leaders and organizations of all kinds.

It requires developing a youth program and

providing published information about cooperatives for schools and libraries.

This sort of ongoing program helps give employees a feeling of security and pride in their jobs. It helps bring the best job applicants to the cooperative.

3. Stress Employee Orientation

Teach employees what cooperatives are and how they compare with other methods of doing business. Cooperative objectives and information about the cooperative's operations and place in the community are proper topics for staff meetings and employee news media.

It is especially important that employees know the basic facts about the cooperative since they are frequently called upon to answer questions about it and about cooperatives in general. Employees can help improve the cooperative image if they have access to the right answers.

Competing for Employees

When the overall unemployment rate remains at a low level, some occupations in some locations show an acute shortage of qualified workers. This poses severe hardships for those cooperatives not suitably situated to compete in the labor market.

Cooperatives can overcome this handicap, in part, by taking a new look at their personnel policies and practices. Here are some steps to use:

1. Re-examine Labor Needs

Labor needs should be re-examined with an eye to raising productivity with fewer employees, considering such questions as—

Can some jobs be combined?

Can some functions be abolished?

Are there physical changes in the plant or office to reduce the work load?

Are all employees producing at a reasonable level of productivity?

Are some skilled or experienced employees performing tasks that recruits with less skill or experience could do?

Would specialized training courses be worth their cost to enable employees to work more efficiently?

Can some tasks be automated, substituting machines for scarce employee talent?

2. Update Wage and Salary Scales

If the cooperative is not fully competitive in employee pay scales, these should be updated. Other questions in this area are:

What additional fringe benefits can be offered with the least cost?

Does the cooperative have a retirement, insurance, or bonus plan to help attract and hold key employees?

3. Examine Turnover Rate

Cooperatives should compare their rate of employee turnover with the experience of other business firms in the area and with national averages in similar types of firms.

If the cooperative's turnover is high, what are the reasons? Perhaps exit interviews can help solve this problem.

4. Improve Recruiting Practices

Try new sources or additional techniques for reaching potential applicants. Some of those listed in the section on successful recruiting may help.

5. Guard Against Outgrown Personnel Practices

In the early days some business firms, including cooperatives, carried on personnel practices that now seem completely antiquated. Because such poor practices tend to give a firm a bad image, boards of directors, managers, and personnel supervisors need to guard against continuing them.

These practices included low wages, overtime work without adequate compensation, nepotism, inadequate recruiting techniques, poor retirement benefits, dependence on employee devotion to the cooperative idea rather than emphasis on accepted employment practices, and reluctance to accept collective bargaining.



Job Requirements

Personnel management starts with the work to be performed, places the work into a written job description, determines the requirements for filling the job, and then finds the person who most nearly meets the job requirements.

Much more comes later—training and developing the employee; evaluating his performance; and administering wages and job benefits, health and safety, records, and separations.

But it is the definition of the job that determines the recruiting and training that have to be done.

In cooperatives, as in other business firms, production, distribution, or services are built around the notion of dividing up the operations into separate functions. These can, in turn, be broken into jobs that require specific skills.

Kinds of Jobs

The larger the cooperative, the more nearly

will most of its jobs resemble those typical of other large enterprises in the same line of business.

Most employees below the policy-making level could be switched between a cooperative and other types of business without appreciable difference in the technical performance of the job. The techniques for operating a fork loader, a billing machine, or a gasoline pump are the same for the XYZ Cooperative as they are for any other warehouse, office, or service station.

It is important, however, that the characteristics of a member-owned cooperative business firm be understood by all employees of a cooperative.

Cooperatives have found that familiarity with the cooperative idea and acceptance of the cooperative way of doing business is a desirable job requirement for employees who come into contact with members and with the public.

In small cooperatives with only a few em-

ployees or in cooperatives located in small towns, people readily identify each employee with the cooperative. Here the knowledge and acceptance of cooperative principles and practices may share equal importance with job skills.

A publication of The Cooperative Foundation, 59 East Van Buren Street, Chicago, Ill. 60605, entitled *Careers in Cooperatives*, lists nearly 100 of the career occupations cooperatives offer. This is a generalized listing, limited in its coverage, but useful in suggesting the scope of jobs various kinds of cooperatives have to fill.

The publication was prepared for young people readying themselves for the labor market and career opportunities. It can be used by cooperatives as a tool for recruiting new employees from high schools, colleges, and employment offices.

Recruiting is made easier and training more effective by standardizing job descriptions. In very small business firms, however, the division of work functions are usually less clear and job requirements are likely to be shifted around to fit the personnel available.

Job Analysis

A program for selecting, training, and using personnel effectively must be based on an analysis of the job to be performed.

Job analysis is the process of determining the tools, equipment, and materials used; the special training, skills, aptitudes, judgments and decisions required; the speeds and hazards involved; the conditions under which the work is performed; and the supervision required.

Job analysis breaks down the actions involved in the performance of a task. Job analysis identifies the job and states the work to be performed. Identification items include the name or title of the job, the name of the department or other designation that locates the job, and the relation of this particular job to others associated with it. The end product of a job analysis is a job description.

Saying it another way: There are six categories of information to be obtained and reported for a complete job analysis:

- Supervision received.
- Supervision given.
- What the worker does.
- How he does it.
- Why he does it.
- Skill involved in doing it.

Job Description

Ideally, preparation of a job description based on the job analysis is the first step in filling a vacancy. The job description spells out what the worker does, how he does it, the precise limits within which he operates, and decisions permitted on his own. It defines the level of difficulty of the tasks.

It describes in terms of personal characteristics, training, and the like, the kind of person required to perform the job successfully.

The job description is sometimes referred to as the minimum hiring requirements. It can be referred to when advertising for applicants, reviewing applications, and interviewing applicants.

Need For Flexibility

Personnel management is not an exact science and no single pattern can be expected to fit all situations without modification. Personnel procedures must be flexible rather than rigid.

Cooperatives, like other business firms and organizations, tend to grow around the abilities and personalities of the people in them. Job requirements, recruiting, training programs, and effective use of employees may require some accommodation to the unique qualifications of persons on the staff.

Good personnel management also calls for flexibility to cope with situations involving groups of employees—union grievances, for instance, changes in the labor market, or changes in the volume of business handled by the cooperative.

Technological developments, for instance, can require a shift in work patterns, new job analysis, and a radically different approach to hiring. Bookkeepers and typists hired locally may give way to computer technicians trained at special institutes hundreds of miles away from the cooperative.

Managers and personnel directors—and the elected board members, also—must be alert to changes in technology or marketing. Rigidity against change and inadequate employee training can make the existing labor force obsolete. It can leave a cooperative behind the times and unable to keep up with its members' needs.

Wages and Fringe Benefits

It is as important for cooperatives to be competitive in employee compensation as in

business operations. These reasons come to mind:

—Inflation combined with a tight labor market brought rapid changes in compensation that cooperatives and other business firms found difficult to meet. In each of the last several years, increases in the cost of living brought raises in salaries and wages that were not necessarily related to improved efficiencies or production by employees.

—As a business firm grows in size and volume, responsibilities that go with jobs also grow and demand better compensation. One cooperative, for instance, paid its general manager \$4,500 in his first year for a total sales volume of under \$1 million at one location. By the time sales increased to \$40 million at 24 locations the same co-op was paying its manager \$43,000.

Cooperatives, like other business firms, must pay both competitive salaries and competitive employee benefits if they expect to recruit and hold qualified employees.

An effective employee benefit plan will give the employee and the employee's family some protection against these financial hazards:

—Loss of future earnings due to premature death.

—Loss of current earnings due to disability.

—Heavy medical expenses due to illness or accident.

—Need for income after retirement.

Coverage provided under employee benefit plans is customarily designed to supplement such government programs as workmen's compensation, social security, and medicare.

It is the responsibility of the manager, with the assistance of any staff people who work on personnel matters, to help the board of directors review regularly the cooperative's schedule of salaries, wages, and fringe benefits. And

action by the board to authorize necessary changes should have the highest priority.

Organized Labor and Cooperatives

Boards, managers, and personnel people in all cooperatives need to be knowledgeable about such labor related factors as union practices, collective bargaining, current labor legislation, and court decisions.

Information is available from the National Labor Relations Board, 1717 Pennsylvania Avenue, N.W., Washington, D.C. 20570, as well as from 42 regional and resident offices.

Civil Rights Legislation

Cooperative boards, managers, and personnel staff also need to be familiar with provisions of Civil Rights Legislation. Information can be obtained from the Equal Employment Opportunity Commission, 1800 G Street, N.W., Washington, D.C. 20506, or the nearest of 12 field offices of the Commission.

Other Legislation

A number of Federal and State laws relate to pay scales, hours of employment, working conditions, and other matters affecting the safety, comfort, and welfare of employees. This publication will not go into detail on such legislation, but cooperative management needs to be aware that it exists.

Subjects covered include wages and hours, labor practices, union recognition, unemployment compensation, employment of minors, hazardous occupations. The wise employer, cooperative or otherwise, will make a point of being acquainted with all such legislation that can in any way affect business operations.



Successful Recruiting

Effective personnel recruiting is finding the best person for the job. A simple objective, surely, but one involving all sorts of complications. Complicating factors over which cooperatives have little control include:

- The plant or office may be in a rural area at some distance from a labor market.

- The general economic situation may create a tight labor market so that hiring new employees is especially difficult. A similar tight labor market may result from military demands when international relations are critical.

- Legal restraints on hours and types of work for women and children, fair employment, and civil rights laws and practices must be observed.

- Cultural patterns, usually of a local nature, may make it difficult to recruit for certain types of jobs.

Principles of Recruiting

Regardless of the problems that may exist in a particular situation, a few basic principles, if followed, will enhance recruiting effectiveness. Here are the four most important.

The first principle in recruiting employees is to be thoroughly aware of any of the complicating factors listed in order to find exceptions to what seem to be prevailing situations or to devise offsetting compensations for them. The cooperative may have more options than the manager or the board realize at first glance.

The geographical handicap, for instance, might be overcome by developing and upgrading existing employees for hard-to-fill positions and making replacements in the lower grades from local hiring.

In some instances it may be worthwhile to arrange transportation for recruits living some distance from the cooperative or provide local

housing or other inducements for a move into the local area.

Recruiting in a distant labor market might be undertaken by contacting a cooperative manager or other qualified agents in that location.

If jobs are going begging for lack of qualified employees, the manager may have to intensify the cooperative's on-the-job training program and do more hiring at the lower or entrance levels.

Other possibilities are:

- Realigning work and responsibilities within the staff to produce more efficient use of existing employees.

- Hiring more part-time employees from the ranks of older persons who may have retired and homemakers with spare time.

- Recruiting handicapped persons and those heretofore considered unemployable.

Cooperatives should observe Federal, State, and local legal requirements for safe and good working conditions. These requirements are mentioned here to encourage more familiarity with these laws and practices by managers, personnel directors, and supervisors.

Those cooperatives that have found it necessary to go against a local cultural pattern should consult their public relations director in order to educate people in the community to accept desirable change.

The second principle in recruiting employees is to improve the internal factors over which the cooperative does have control. Such factors may include:

- How well the cooperative is known in the area.

- What kind of a reputation the cooperative has as an employer.

—Extent to which wages and working conditions are really competitive.

—Whether or not the cooperative is large enough to have a personnel officer or staff.

—Existence and effectiveness of an employee training and development program.

—Board-established policies encouraging the manager to maintain contacts with other cooperatives, professional, business, farm, labor, and civic organizations, schools and colleges, and other institutions that could supply new employees.

The third principle in recruiting employees is to make sure that hiring practices are firmly based on employment policies the board and manager understand and support.

In many cooperatives the board determines personnel policy in consultation with the manager or on the recommendation of the manager. Policy is then recorded in the cooperative's manual of written policies. There any member or employee can refer to it. This avoids misunderstanding and assures that a policy does, in fact, exist.

When personnel policy is treated in this way, there is more likelihood it will be updated from time to time to fit changing circumstances.

The ideal policy statement includes guidelines or refers to procedures on such recruiting matters as:

—Promotion from within.

—Whether or not relatives of present employees are eligible for employment.

—The cooperative's position on hiring the handicapped, minors, the elderly, women, and persons of various racial or ethnic groups.

—Relations with organized labor.

—Whether employees must or can become members of the cooperative.

—Provision for part-time employees.

—Whether applicants for key positions require board approval before being hired.

The fourth principle of recruiting is Plan Ahead. An experienced manager does not wait until a vacancy occurs before recruiting for the position.

In most instances, such events as the retirement of a supervisor or the resignation of a secretary are usually known in advance. This provides opportunity to search for the best possible replacement.

The alert manager will also consider well in advance possible replacements for the unplanned resignation or untimely death of a key member of the staff so that most or all of the recruitment efforts are confined to entry level positions.

In larger cooperative enterprises, an analysis of personnel records yields a pattern of job separations, permitting manpower requirements to be forecast.

This kind of advance planning ties in to a continuing program of recruiting. Better employees can be obtained when replacements are anticipated six months or more in advance. The cooperative is then under no pressure to hire the first applicant and can find the best person for the opening.

Locating Applicants

Hanging out a Help Wanted sign is the easiest and most obvious way to recruit new employees. It also is least satisfactory. Other methods and sources include:

—Hiring from within—employees already on the cooperative's payroll.

—Suggestions of applicants by those who are already employees of the cooperative.

—Advertising in local newspapers.

—Public employment offices.

—Private employment agencies.

—Local school sources.

—Colleges and universities.

—Other cooperatives.

—A regional cooperative with which the association is affiliated.

—Other similar types of business firms.

—Professional societies, trade associations, civic, farm, labor, and other organizations.

—Special sources of employees such as minors, the elderly, handicapped persons, women, those of minority groups, and "unemployables."

Hiring from Within

Filling vacancies from within the cooperative by promoting qualified employees and then turning to outside recruiting for the lower grade or entrance level jobs has many advantages. It is the least expensive method. It is fast. It represents a lesser risk than bringing in an outside recruit at higher than entry level pay. It offers encouragement for present employees, improves staff morale, and reduces turnover.

The method also can be used successfully for lateral transfers. It does, however, have some disadvantages. Too strict adherence to promotion from within can produce an ingrown staff lacking youth and new ideas. Firms under such conditions deprive themselves of cross-fertilization of ideas from outside and may not keep pace with their competitors.

For a successful promotion-from-within policy, management must maintain a file of employee skills and must advertise upcoming vacancies within the cooperative. This assures each employee the opportunity to apply for the vacancy on the basis of his qualifications.

The file of employee skills, education, and work experience must be current if it is to be a useful tool for filling vacancies from within the staff.

Suggestions from Present Employees

For many years, small enterprises recruited for vacancies by using names suggested by current employees. During the tight labor market before and during World War II, this practice became common in larger firms.

By 1941, about half of all the nation's business and industrial firms used nominations by their employees as an important source of new applicants. Some companies report that from 50 to 90 percent of their hiring came from such internal suggestions.

Savings and other advantages of encouraging existing employees to suggest names for recruiting are obvious. There is a danger, of course, that this procedure produces inbreeding and the formation of cliques within the staff. This can be especially risky in a cooperative where such hiring will be done from people in the community who may already be members.

Advertising in Newspapers

Even if hiring from within is successfully practiced, some jobs cannot be filled by such methods. This is especially true for low-paid, entry-level jobs and, at the other extreme, specialized positions requiring a college level education and professional training.

The most commonly used technique for outside recruiting is advertising in local newspapers.

Classified help wanted ads are generally used for lower paying jobs and display advertisements for more important and specialized positions. A small cooperative with an occasional vacancy places a job-opening advertisement only when a vacancy occurs. A larger cooperative with a continuing recruiting program probably advertises in the newspapers on a regular schedule, with display advertising.

Advertising can be "open," giving the name and address of the cooperative, or "blind" with a box number. The open ad yields more applicants and at the same time advertises the

cooperative's existence in the community. All applicants should be acknowledged.

If the cooperative has an advertising specialist on its staff, or has access to one, it will be useful to seek his advice on the wording and placement of "help wanted" advertising. Even in today's labor market, getting new workers can be looked upon as a sales problem. Often a prospective employer has to sell itself to job applicants who can pick and choose from a number of job offers.

One large regional cooperative regularly advertises for new employees in its newsletter to members, directors, and employees. The cooperative reports that this kind of recruiting strengthens the cooperative image and promotes employee stability. Many of their best employees are those recruited from their farmer members.

On the other hand, if too many responses to such ads come from employees of local affiliates, the result can be to shuffle several men, create several openings, and cause more advertising—all to fill the original vacancy.

Public Employment Offices

For many jobs, particularly at semi-skilled levels, employers turn to State employment services. These have offices in all the larger cities and branches in many smaller communities. They can be an especially productive source of candidates for jobs, since all workers drawing unemployment compensation must register as seeking employment.

Prospective employers can keep unsuitable applicants to a minimum by being specific in listing job requirements. Registering with the local employment office usually will give the cooperative access to applicants in nearby communities. This is particularly useful if the job opening proves hard to fill.

A network of some 90 offices across the nation specializes in recruiting managerial, professional, and technical personnel.

Private Employment Agencies

Private employment agencies are operated for profit and charge a fee—often amounting to the first month's pay. Sometimes the employer pays the fee, more often the employee.

A reliable firm locates applicants and does the initial screening if the cooperative supplies sufficient details about the vacancy it wants to fill.

A considerable proportion of the people

using the commercial job agencies are already employed and use the agency to seek out a better job. The chances are, then, that the cooperative may be able to get a better grade employee or one more highly skilled by registering its vacancy with a private agency.

In the past, some abuses have been associated with some private agencies, but these have largely been corrected. Most commercial-type agencies operate only in the local community and may not be able to cover as wide a geographical area as the cooperative may wish.

A relatively new development is mutual, non-profit hiring agencies subsidized by a group of business enterprises. A cooperative with extensive needs for new employees over a continuing period should consider this possibility.

Local School Sources

It is a common failing for business firms to look for college graduates, when many jobs they offer could be filled as well or better by recruits from high schools, trade schools, or private business schools.

Managers and personnel directors of cooperatives will find it helpful to get acquainted with local school officials and let them know of the cooperative's personnel needs.

This is, by the way, an excellent method for obtaining part-time help and giving young people an early taste of employment with a cooperative. It is useful, moreover, to recognize that other than honor roll students also make good workers.

Another excellent source of part-time and emergency help is the distributive education programs under way in many high schools and vocational schools. Often young men in these programs need part-time employment or school release-time employment. Or those on a two-year training program for skilled jobs, with a part of this program consisting of two or three months of summertime work, may be available.

These programs are excellent sources of part-time assistants during the potential employee's training period. They give management a good opportunity to observe the employee's ability. When his formal training is completed he is already well oriented and ready to go to work at full production.

Colleges and Universities

Personnel recruiting from the nation's colleges and universities has become a competi-

tive, highly sophisticated, and somewhat expensive activity.

Many larger corporations seeking trained young people for engineering, scientific, and administrative careers maintain special college-recruiting departments to enlist the most promising graduates. Often this type of recruiting is not to fill a specific job but to assure companies of a continuing inflow of future technicians, managers, and executives.

On-campus interviews, accompanied by high starting salaries, a wide variety of fringe benefits, and the promise of management development programs, place this type of employee recruiting beyond the reach of many cooperatives.

Some cooperatives go to smaller, less prominent colleges—perhaps one in the same part of the State where the cooperative is located.

It could be a school that the manager or a director of the cooperative or some knowledgeable member has attended or is connected with. It may be a college that takes pride in a viewpoint encouraging understanding of cooperative endeavor.

Some cooperatives work through a friendly faculty member aware of what qualifications in a young person are important to the cooperative and what employment opportunities the cooperative has to offer.

In this connection, many smaller colleges and universities have summer work programs in agribusiness for potential college graduates. These programs usually begin in the junior year and end in the senior year. If the student follows the college course recommendation on work experience he can earn college credits. It is an opportunity for pre-interviews before actual full-time employment.

Other Cooperatives

The manpower of other cooperatives is a potential source of experienced applicants for vacancies. This is not to suggest personnel raiding, but to point out that changes in services offered by a particular cooperative or a shift in its internal organization may result in some employees becoming surplus or preferring a new start in some other enterprise.

It is natural, also, to expect that employees who demonstrate outstanding ability should be interested in joining an enterprise where their skills have the greatest room to develop. There are instances, too, of employees who did not work out well in one job situation, but respond favorably to a different environment.

Regional Cooperative

Many regional cooperatives have established employee recruitment and screening programs to assist their local cooperatives. These organizations have better access to the larger labor markets and sources of employees. They are acquainted with employees in their local cooperatives who are being released from one cooperative to move to a higher paid position in another.

A major midwest regional, for example, provides a complete recruitment, screening, and placement program for employees of its local affiliates.

Jobs covered range from maintenance and janitorial services to journeymen level, middle management, and management positions. The regional is in contact with all of the major sources of job seekers such as schools, employment services, and large communities. Training and orientation are included in the program.

The same regional maintains complete personnel records for the entire organization, including the local affiliates. The records are used to locate employees with advancement potential who can be transferred from one location to another to make the best use of their capabilities.

Other Business Firms

A manager or personnel director who is an active member of one or more civic clubs or of farm or professional organizations has opportunities to learn of employment changes in various business firms in the community. Sometimes these offer recruiting opportunities for the cooperative.

Also, if a cooperative has a favorable community image, it may receive a good many inquiries from employees of competing firms who are interested in making a change.

Professional Societies and Trade Associations

Accountants, engineers, librarians, public relations specialists, and other professionals often belong to national associations. These frequently have local chapters in the larger cities. Some of these societies publish for their members periodicals containing a section of position wanted and help wanted ads.

Many professional societies also maintain regular placement services for their members. The maintenance of professional standards by these organizations insures the qualifications of referrals obtained from them. In a few of the

larger cities, the staffs of professional societies help locate candidates for vacancies. Their offices are listed in the telephone directory.

Similarly, there are trade associations for livestock producers, supermarkets, rural electric systems, and a wide variety of other agricultural, commercial, and industrial interests, including cooperatives. These generally provide some personnel assistance, including, in a few cases, recruiting and placement.

Labor Unions

Collective bargaining agreements in some lines of work and in some areas constitute an important source of workers. The ability of unions and their members to locate and recruit employees has been well demonstrated. This may be especially helpful in small towns and rural areas.

Organized labor is increasingly involved with recruiting and hiring, as well as with other aspects of employment. Managers and personnel directors of cooperatives need to be informed about aspects of labor law and the practical advantages as well as the problems involved in collective bargaining and management-union relations.

Hiring Those With Special Difficulties

There are identifiable categories of individuals within the population who face special difficulties in obtaining employment.

Minors.—Child labor laws and minimum wage laws, devised to protect the very young against exploitation, tend to discourage the hiring of minors under any circumstances. Employers who become familiar with protective labor laws and any local measures find many opportunities for placing young people. This is especially important for cooperatives with a special stake in attracting the interest of a new generation in the advantages of cooperative enterprise.

The Elderly.—Older people are often steadier and more reliable than younger workers and have acquired many years of valuable experience.

In periods when labor is in short supply and when inflation works special hardship on people depending on retirement income, it makes sense to hire senior citizens.

Part-time employment and positions calling for mature judgment rather than physical exertion are important considerations in recruiting older people.

Handicapped Persons.—Studies of produc-

tivity consistently report that absenteeism, accident rates, and job turnover are lower for handicapped workers than for the average.

Placed in suitable jobs, persons who are crippled, blind, deaf, mentally retarded, or otherwise handicapped demonstrate a level of productivity equal to or above that of average workers.

The Veterans Administration (VA), Washington, D.C. 20420, can provide information on handicapped employables who have received preliminary skills training under VA programs. Employment counselors and placement officials of the VA can help develop a constant source of stable potential employees.

Non-veteran handicapped persons can be recruited best through the State-Federal Vocational Rehabilitation Program offices in various State or district offices located in larger cities or through the State Industrial Commission in the State capital.

Women.—Today, it should not be necessary to consider women as a special source for labor recruiting. Nevertheless, many cooperatives are located in rural communities where hiring practices lag behind the actual availability and competence of women to hold almost any kind of job.

More and more women are finding opportunities in supervisory positions and in staff departments.

Many women who held jobs before marriage have now raised their children and are again looking for employment outside the home.

Minorities.—Persons who belong to certain minority segments of the population in terms of religion, race, or national origin face employment handicaps in some localities, despite laws designed to establish equal opportunity.

Cooperatives have a special advantage here, for they often emphasize in their basic principles and bylaws a person's worth without regard to these prejudices.

Even so, many minority individuals are fearful of unfair treatment and are unaware of the opportunities offered by cooperatives. Cooperatives willing to make the effort may be able to fill some of their job vacancies from a special recruiting effort among minority groups.

"Unemployables".—Until recently, many persons who dropped out of school or who were physically or mentally handicapped were regarded as unemployable.

In recent years a national conscience, evidenced in both government and private efforts to eradicate poverty, has been searching out these "unemployables" and training them

for jobs. Some city-based cooperatives and a few in rural areas are participating in this program.

One example of the stepped-up concern for the unemployables took place in 1969 when the Cooperative League of the USA signed a contract with the U.S. Department of Labor to train 378 disadvantaged persons for jobs with various cooperatives over a two-year period.

Some of the occupations that trainees received on-the-job instructions in were: Feed-mill employee; feed-truck operator; mill hand, fertilizer, and blender; propane and refined fuels salesmen; service station employee and farm-equipment mechanic; tires, battery, and accessories sales and serviceman; farm-supply sales and service technician; farm retail fieldman; farm chemical sales and serviceman; farm-appliance sales and serviceman; and book-keeper and clerical employee. This program has since been extended.

Interested managers or personnel directors should inquire at the office of the Cooperative League of the USA, 59 East Van Buren St., Chicago, Ill. 60605.

Application Form

A carefully designed application form helps identify qualified applicants and weed out unqualified applicants. It saves time and expense in interviewing or investigating such applicants. (A number of sample forms useful as guidelines are included in Appendix B.)

The application form should, when filled out, furnish enough information to reveal an applicant's ability to do a particular job with a minimum of training as well as to adapt to the working situation and become part of the cooperative's team. Information unrelated to preliminary selection can be obtained at the time of interview or later.

The information on a completed application form should include at least the following: Name, address, telephone number, age, sex, education, marital status, military status, previous employment or experience, any physical impairment or health problem, social security number, and references. Union membership, for jobs requiring such membership, also should be mentioned in the form.

The form should be brief, easy to read and understand, and provide ample space for writing in the data requested.

The applicant, himself, should fill in the form. The importance of filling out the application completely should be emphasized. This

is imperative to permit and insure adequate follow-up in checking out the applicants record. Neatness, handwriting, clarity, and conciseness may indicate fitness for certain types of work, especially office jobs. (See Appendix B for several sample forms useful as guidelines.)

Distortions, falsification, and errors can be reduced if the applicant knows that the information he puts on the card will be checked.

Checking Past Employment and References

The applicant's work record and personal references indicated on the card should be checked by telephone or letter of inquiry. Telephoning is acceptable and speedier than a letter. In hiring supervisory personnel it may be worthwhile to check one or more references in person to gain opinions not likely to be expressed by telephone or mail.

(Form 6 in Appendix B lists useful questions for a personal or telephone check. Form 14 is a mail form used by a number of cooperatives in checking applicant references. These forms can be used as guidelines in designing forms to fit your specific needs.)

Former employers should be asked specifically about the applicant's length of employment, work performance, attitude, safety record, absenteeism, ability to work harmoniously with others, reasons for separation, and any other information that would help in determining qualifications for the specific vacancy.

A former employer usually does not wish to spoil an ex-employee's chances for another job and therefore may avoid mentioning unfavorable aspects of the work record.

Usually references are personal friends of the applicant. An inquiry merely asking for an opinion as to the applicant's ability to perform the job or about his character brings an uninformative reply. However, if specific questions are asked, the reference, even though a personal friend, usually hesitates to give an answer contrary to fact. If references include community residents who are known to be responsible, this gives a measure of assurance in hiring.

The person doing the hiring should pay attention to what is not said by former employers and references as well as to what is said. Checking the applicant's school record can sometimes be useful.

Interviewing

Interviewing is one of the most important phases of the selection process—but can be mishandled. The interview generates information not available from such other sources as the application form, replies from reference inquiries, and tests.

Interviews will have greatest value if they are standardized, conducted by a trained interviewer, objective, and planned in advance, and if the results are evaluated before hiring.

Sample interview records are included in Appendix B. They can serve as guidelines in conducting the interview, in recording the results, answers and evaluation of the answers, interviewer impressions, judgment, and evaluation of the applicant.

Planning the Interview

The interview should have a purpose, and cover points of information determined well in advance. This enables the interviewer to consider the applicant's answers, rather than being diverted by formulating questions.

General areas to be covered may be provided by an interview rating form setting forth the main points for consideration and providing space for evaluating findings.

In addition, the well-planned interview will include advance determination of specific leads to be explored with each applicant. Leads may be based on the information contained in the application form, scores from any tests given prior to the interview, and responses to reference inquiries.

The following paragraphs list some of the characteristics and items of information which may be developed in the personal interview, depending on the nature of the position being filled.

It is helpful to group the items of information desired under three headings (insofar as applicable):

1. Technical qualifications.
2. Managerial qualifications.
3. Personal characteristics.

1. *Technical Qualifications*

- Verify the experience shown on the candidate's application is actually germane to the target job.
- Measure the extent of candidate's knowledge and sophistication in related fields.
- Judge whether he's primarily a technical expert or a manager.

- Ascertain extent to which his background and experience are actually pertinent to target job.
- Evaluate his relative strength and expertise in relation to target job criteria.
- Review the quality of his performance.

2. Managerial qualifications

- Does he have basic management skills—can he supervise a group, delegate, review, and the like?
- Can he effectively supervise a large group?
- How effective is he under deadline pressures?
- What kind of “volume” producer is he?
- How cognizant and capable is he in “administrative” matters—budget, personnel, planning, and the like?
- How would he do in managing a new organization; or a dispersed organization?
- Could he “shake up” an organization; get a program moving, and the like?
- How well does he plan for the future?

3. Personal Characteristics

Interpersonal liaison

- How effective would he be in contacts with Congress, industry, academic groups, professional societies, top-level management, and the like?
- How effective is he in advancing his views (selling a program)—hard sell or soft sell, as required.
- How well can he hold up under pressure in controversial setting?
- How well does he think on his feet?
- Can he advance his position tactfully (without offending)?
- How well does he speak (large group or conference table, as required)?
- How well does he write?

Personal and Professional Stature

- How well respected is he technically, or personally?
- Is he internationally (or nationally) known?
- Is he considered authoritative by peers?
- Does he have the status symbols (publications, patents, memberships, awards, special licenses, and the like) that are important?

Personality Traits

- How well does he get along with peers, supervisors, subordinates?
- How innovative and creative is he?
- How about energy, vitality, and drive?
- Is he basically an introvert or extrovert?

Work Habits

- Is he neat, orderly, able to organize his work?
- Is his personal grooming acceptable in the job for which interviewed?
- Is he dependable—does he get to work on time?

Conducting the Interview

The suggestions below are offered for consideration when conducting an interview.

1. The room used for the interview should provide privacy and convenience. Consider such arrangements as the following:

- Place a comfortable chair for applicant next to the interviewer's desk.
- Provide good lighting. Avoid having bright lighting behind the interviewer as this makes it difficult for the applicant to look at him.
- Have an uncluttered desk. The desk top should be clean and free of distracting papers or books.
- Place an ash tray within reach.

2. Set a definite time for the interview. Keep that appointed time without requiring the applicant to wait.

Both the interviewer's time and the applicant's times are valuable. Plan the interview so as not to waste it. Use adequate time to gain a good impression of the applicant's ability—perhaps 15 minutes to an hour, depending upon the importance of the job to be filled—but do not prolong the interview needlessly.

Some screening of applicants before the interview also can save time. High school counsellors in small communities are usually willing, for a small fee, to provide appropriate vocational or aptitude tests to assist in proper job placement. Local employment agencies will also provide this service. A number of regional cooperatives provide this service in the field.

3. A courteous and friendly attitude by the interviewer gives the applicant a good first impression of the cooperative.

—Put the applicant at ease—he is nervous enough already.

—Avoid trying to impress the applicant by talking down to him.

—Use vocabulary to fit the job under discussion.

—Treat the applicant with respect and courtesy—he has something to sell and the cooperative is in the market to buy.

—Keep the interview friendly. Make the applicant feel he has been treated fairly.

4. Keep the conversation informal.

—Find a topic (sports, personal, civic activities, and the like) in which the applicant is interested.

—Appear unhurried even though others are waiting. Remember, the applicant is there by invitation.

—Lead into specific questions designed to determine the applicant's qualifications as he becomes less tense. Methods and questions will vary according to the type of job under consideration, but they should be well planned prior to the interview.

—Let the applicant talk. Don't hurry him, interrupt him, or put words in his mouth.

—Avoid cross-examining the applicant.

—Be sensitive to his attitudes.

—Express interest in, but not approval or disapproval of, applicant's ideas.

—Explain the cooperative's objectives, employee policies, and advantages of working for the organization but don't oversell the job.

—Base your opinion of the applicant's qualifications, characteristics, and personality traits on what the interview reveals. How will the applicant affect employee morale and fit into the cooperative?

Ending the Interview

Normally, employers find it is not wise to make a commitment on hiring the first applicant; others to be interviewed may be better. After all points are covered, thank the applicant for coming in, and advise him he will be informed after all interviews have been completed.

Interviewer's Appraisal

Before the next applicant comes in, immediately make notes on the applicant just interviewed. Notes ought to be sufficiently comprehensive to give a full picture of the applicant. Don't trust to memory.

It is good policy in filling the most important positions to have at least one other person interview the applicant. This could well be the immediate supervisor for the employee who will fill the vacancy.

Information obtained during interview should be kept confidential.

Using Tests

After checking past employment and references, and either before or after interviewing

the applicant, it may be wise to have him tested for aptitudes and learning ability.

Aptitudes indicate the types of work to which a person is temperamentally fitted, as well as his preference and interest. An applicant may have had training in bookkeeping or billing machine operation, but if tests reveal little aptitude for this type of work, the chances are remote that the person will be a good bookkeeper, even with additional training.

Learning ability is an indication of how far a person can go before the job becomes too difficult. It is also an indication of a person's ability to learn work other than that for which the application is made.

In most instances applicants with a high degree of aptitude and learning ability make more satisfactory employees and require much less training in their jobs.

Tests are more effective in predicting failures than in predicting success. They should be used as an additional tool for selection and not as a substitute.

Testing is a highly technical process. Few cooperative managers are adequately trained or equipped to administer or evaluate tests properly. The firm should use a professional counselor to administer and interpret the desired tests. A danger of tests in the wrong hands lies in using them as the sole criterion, misinterpreting them and thereby destroying the image the applicant has of the firm, or misdirecting or misguiding him.

In the use of tests the following principles should be adhered to:

—The test used should be specifically designed to reflect the characteristic to be explored.

—The test should be recognized as valid only for the purpose intended.

—A reliable test is one that shows consistency in its results, but perfect reliability should not be expected.

—Applicants will respond better to testing if they see some relevance to the job.

—The test should be of reasonable difficulty in relation to the candidates who will be tested, to avoid bunching at the top or bottom of the scale.

—The test should be easy to administer and objective so as not to depend on the opinions of the person administering the test.

—The test should carry a weight of 40 to 50 percent in making a selection, leaving the rest to past experience and education of the applicant and to the judgment of the interviewer.

The following are frequently used tests considered suitable for various types of cooperatives:

—Learning ability or mental alertness tests—used to determine applicants' ability to develop and progress in the organization.

—Manual dexterity tests—used to determine applicants' aptitude for operations where the use of hands is of prime importance.

—Clerical tests—used to determine applicants' aptitude for clerical or office work.

—Trade tests—used to determine applicants' knowledge of a particular trade.

Testing job applicants is complicated and can be expensive. Managers of smaller cooperatives may find it helpful to consult with personnel people in large enterprises or with someone in a nearby college who teaches business administration before undertaking a testing program for the first time.

Information about the purchase of tests for personnel hiring and placement can be obtained from advertisements in management and personnel publications or from the following sources:

—American Management Association, 1515 Broadway, New York, N. Y. 10036.

—American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D. C. 20009.

—American Society for Personnel Administration, Kellogg Center, East Lansing, Mich. 48823.

—Society for Personnel Administration, 5506 Connecticut Avenue, N.W., Washington, D. C. 20015.

Selecting and Hiring

After all interviews for a vacancy have been completed, the information obtained on each applicant must be interpreted, evaluated, and weighed.

Better selection may be obtained by having the department head or key personnel review the findings of the interviewer and offer opinions as to the best qualified applicant, rather than basing the final selection on the judgment of the interviewer alone.

The applicant finally selected should be informed promptly. Some enterprises require the successful applicant to take a physical examination before hiring him. In some instances hiring is contingent upon the applicant passing a physical examination.

After the new employee has reported for duty, a letter should be sent to other applicants, notifying them that the job has been filled, expressing appreciation for their interest, and telling them they will be considered for future job openings.



Training and Developing

Training and developing employees involves both formal and informal processes. To be effective, both must be the result of planned conscious effort. Both must be continuing processes. Usually both go on simultaneously.

Ideally, a formal training program contains

most or all of the following elements: Orientation, on-the-job training, group training, and often outside training. Informal training includes providing information on co-ops, the day-to-day supervision provided, and the periodic performance evaluation.

Orientation

As soon as the new employee has been accepted, he must be introduced to his job, working environment, and fellow employees. This introduction or orientation process affects how well the new employee adjusts to the job and ultimately how successful his tenure with the cooperative will be.

Purpose

From the standpoint of the cooperative, the orientation should:

- Provide information the employee must have to perform his job well.
- Answer questions to save time and trouble for the supervisor and fellow employees later on.
- Prevent or reduce the chance of grievances.
- Reduce turnover of employees.

From the employee's standpoint, the orientation should:

- Create a favorable but realistic impression of the cooperative and of the job.
- Establish a sense of belonging.
- Give the employee the sense of assurance he can cope with the work and move ahead as he gains experience and develops skills.

Content

The new employee generally wants to learn and is pleased with obtaining the job, but on the first day he may be filled with fears and misgivings. The person with the responsibility for the orientation should do it in a friendly and welcoming manner.

This orientation includes:

- Introducing the new employee to other employees and, where circumstances warrant, to directors of the cooperative.
- Reviewing the program and objectives of the cooperative, its reason for being in business, its special nature as an economic institution, and the importance of each employee in developing and maintaining good member and public relations.
- Describing the organizational structure—how and where the new employee fits into the pattern.
- Explaining lines of supervision and communication—up, down, and across.
- Reviewing policies of the organization, with particular reference to hours of work, regular and overtime pay, vacation and sick leave, and employee welfare benefits. Also, during the orientation period the new

employee may be given a set of selected written policies of the cooperative to acquaint himself with approved practices.

Procedure

In enterprises where the staff is limited to a dozen or so people, the manager often conducts the orientation himself. In larger organizations, the induction process may more reasonably be handled by the personnel director or the new employee's supervisor.

A large midwestern federated cooperative, with close to 500 member cooperatives, has a manual outlining the orientation process for managers and personnel people to use. The book, titled—Growth Depends upon People—includes tips on recruiting and interviewing as well as training guidelines.

Orientation is divided into two parts in many cooperatives. A first-day period is set aside for explanations of organization, procedures, and employee benefits by the personnel director or some other designated staff person especially trained for such induction sessions. Then the employee's supervisor takes over for introduction to the work situation and to fellow employees.

A follow-up interview should be held several weeks later to take care of unanswered questions, evaluate the effectiveness of the first-day orientation, and determine if the employee has been properly placed. A recent study of employee turnover found that 21 percent of those recently resigned persons interviewed said they felt they had not been properly placed.

Many cooperatives give new employees a handbook, or leaflets, to explain the nature of the cooperative firm, the cooperative's objectives and structure, and such job-related information as pay scale, employee benefits, grievance procedure, and training programs.

The personnel director of one large cooperative that gives each new employee a handbook makes this comment about their use:

"The value of such a handbook to an employee lies in its use as a reference on company policies, objectives, or structure. Its issuance should be accompanied by a complete discussion of everything it contains, allowing the employee opportunity to ask questions about matters that are not clear on reading the publication."

Avoid burdening the new employee with more printed material than he will read. It is better to issue additional information a little at a time at subsequent staff meetings, in an

employee newsletter, or as special office or plant memoranda.

On-the-job Training

In small business enterprises, initial training for new employees may vary from a few hours to several days, depending upon the experience of the employee and the complexity of the work. The manager himself may supervise the on-the-job training period.

This starts with what the new employee already knows and ends with the new employee mastering the job requirements.

The supervisor, or a senior employee who has learned teaching techniques, usually conducts the on-the-job training in larger cooperatives.

These are the advantages of on-the-job training over formal training school techniques:

- It is more economical.
 - It permits production to go on during the learning period.
 - It is more realistic because the new employee is adapting himself to the actual work situation and will not have to make the transfer from classroom to job.
- To prepare induction training, supervisors have found it helpful first to break the job down into its various steps. They do this in writing after actually performing each task.
- On-the-job training can be broken down into these steps:
- Trainer shows, explains, and does the task while employee watches.
 - Employee tries under guidance of trainer and explains performance of each step.
 - Employee repeats until able to perform the work without error.
 - Employee is put on his own with gradual reduction in supervision.

The trainer should not only explain how a task is accomplished, he should also explain why the task must be performed in a certain way. If this is not done the employee may be tempted to take short cuts or otherwise change procedure in a way that will be detrimental to the job, the product, or the employee's progress.

Another point to stress, particularly with trainees who will be meeting patrons and the public, is that cooperatives exist to serve the patron. Adequate performance of the mechanical details of the job is necessary, but not sufficient in a cooperative.

This form of training places the worker directly on the job and, by instruction and the supervised use of tools, equipment, and mater-

ials, the employee is trained for his specific job assignment.

Too often, after going through the orientation process, the new employee is given a work assignment with little instruction and supervision. He is put on his own to see what he can do. As many workers fail in their jobs because of improper training methods as because of an inability to learn.

A supervisor should have the ability to do the job himself before he undertakes the training of new employees. He must know the methods and procedures and how they are used.

The training process should be conducted in a friendly and congenial manner. When a worker faces an unfamiliar task for the first time, he is likely to be worried. To erase these fears the supervisor should put the worker at ease. The job is easy for the trainer because he knows how to do it, but he should make the worker feel that in a short time he can do the job as well as the trainer.

On-the-job training also can be used for new tasks, new techniques, or new equipment to be introduced for existing employees.

Group Training

Individual on-the-job training can be supplemented to advantage with group training presented in the form of films, talks by specialists, discussions, conferences, or role playing.

Group sessions are especially applicable for job relations training when the purpose is to promote better relationships among employees, between the employee and his supervisor, between the employee and the cooperative, and particularly between the employee and the cooperative patron.

Group training also can be used to teach new methods to several employees at a time, or give employees additional knowledge that helps prepare them for promotions and transfers to other types of work.

Development of staff members can be encouraged by carefully prepared presentations on supervisory techniques, public relations, information about cooperatives, effective communication, safety practices, practical economics, and many other subjects.

Literally hundreds of films for training purposes are available for loan, rental, or purchase. A catalog of U.S. Government training films is available from United World Films, Inc., 1445 Park Avenue, New York,

N.Y. 10029. Large corporations make their own training films and usually lend them without charge.

Factory representatives generally are available to present information on products handled by the cooperative. Manufacturers often provide instructors to demonstrate how to use and maintain their office equipment and plant machinery.

Many land grant universities supply instructors to visit nearby cooperatives to give talks or demonstrations on subjects useful in employee training and development.

Many large regional cooperatives have a complete training library and listing of training aids. These are available for use by local managers and supervisors in employee on-the-job training programs.

To assure attendance and hold employee goodwill, training sessions can be held during work hours. If training is given outside of work hours, compensation may be required.

Programmed Instruction

Programmed instruction has been defined as a technique for which a program (usually written) takes the place of a tutor for the student. The program leads the student through a set of statements and questions (specified behaviors) designed and ordered to make it more probable that he will behave (respond) in a given desired way in the future.

Programmed instruction is an example of what is called the systems approach to training. This is because it requires the writer (of the program) to go through the steps of a system to develop the program. A program is characterized by thorough planning and structuring of material, as follows:

1. An ordered sequence of stimulus items, or statements
2. to each of which a student responds in some specified way—
3. his responses being reinforced by immediate knowledge of results
4. so that he moves by small steps
5. from what he knows, by a process of successively closer approximation, toward what he is supposed to learn from the program.

Programmed instruction is used in a wide variety of subject matter fields, from technical to liberal arts. It is often used in correspondence study courses. It has a special advantage in that the student may take the training without needing to be in a classroom

or working situation. The student need not turn in or mail in his work for review and grading. The feedback supplied by the program gives the student knowledge of his progress and does it instantly.

Programmed instruction may be carried on with the aid of a teaching machine or other training aid. However, often the program is printed in book or pamphlet form, giving great flexibility in its use.

At least 100 of the largest American corporations use programmed instructions. These companies maintain staffs ranging in size from 2 to 50 persons working specifically on programmed instruction. Subject matter covered includes such occupations as plant operations and maintenance, selling, engineering, computer programming, and communication skills.

The Federal government uses programmed instruction widely in its training programs.

Cooperatives interested in using programmed instruction may find suitable programs available from correspondence schools or bookstores. If suitable programs are not available from those sources it may be necessary for the cooperative to develop its own. One source of assistance would be the State university. Another source would be a private educational consultant.

Outside Training

Many firms supplement their own training efforts with conferences, seminars, or classroom instruction at public schools, business college, university, or industry institute.

Some cooperatives pay for such correspondence courses as accounting and business English. Cooperatives may find the expense a good investment in grooming employees with the potential to move into higher positions on the staff.

Many cooperative employees gain outside training at professional institutes, technical training conferences, and meetings of cooperative leaders. A variety of organizations offer such training opportunities including the following:

—American Institute of Cooperation, 1129—20th Street, N.W., Washington, D.C. 20036.

—The Cooperative League of the USA, 59 East Van Buren Street, Chicago, Ill. 60605.

—National Rural Electric Cooperative Association, 2000 Florida Avenue, N.W., Washington, D.C. 20009.

—National Telephone Cooperative Association, 1000 Connecticut Avenue, N.W., Washington, D.C. 20036.

—Farmland Industries, 3315 North Oak Trafficway, Kansas City, Mo. 64116.

—Agway Inc., Box 1333, Syracuse, N. Y. 13201.

—Midland Cooperatives, 739 Johnson Street, N.E., Minneapolis, Minn. 55413.

—Nationwide Mutual Insurance Co., 246 North High Street, Columbus, Ohio 43216.

—Cooperative Institute Association, c/o Greenbelt Consumer Services, 8547 Piney Branch Road, Silver Spring, Md. 20901.

—Farmers Union Central Exchange, Box “G”, St. Paul, Minn. 55101.

Learning about Co-ops

Not only do cooperatives need to train their employees in developing skills and good relations with those around them, they must train them in cooperative principles and practices.

“Every employee a cooperative ambassador” would be a good motto for every cooperative to adopt. As cooperatives grow in size and expand in the territory they serve, the member-owners become farther removed from the business institution that they own and that serves them. They have less chance to see and talk with the manager and directors. Communication becomes more difficult.

The cooperative business activities take on complexities often beyond the members’ understanding. Few members today have an opportunity to become personally involved in cooperative affairs the way earlier generations of members did.

For most members of a large cooperative, the only contact is with the clerk at the counter, the truck driver, the cashier, or the switchboard operator. To the average member these are the voices of the cooperative. If these employees do not understand the organization’s objectives, structure, background, and operations, how can they possibly answer members’ questions or contribute to members’ appreciation of their cooperative?

Each employee needs to feel that projecting a favorable cooperative image is his personal responsibility. He needs to be imbued with the idea that the more successful his cooperative is, the better chance he has for a promotion within his own cooperative or for a better job in some other cooperative.

The average employee wants information about the firm he works for. To be able to brag about his job and the firm he works for, to be

able to answer questions about the cooperative, strengthens his self-esteem and makes him feel a part of the team.

Most cooperatives include some institutional material in the orientation process for new employees. Excellent examples of handbooks, slides, movies, leaflets, posters, and talks can be obtained from such sources as the following:

—A number of cooperatives publish a fact book about the cooperative as a training manual for employees.

—National associations of cooperatives (the Cooperative League of the USA, for example, has issued a film, *What is a Co-op*).

—U.S. Government agencies (Extension Service in the U.S. Department of Agriculture, for example, has a County Agent’s Manual on Cooperatives, listing teaching aids).

For assistance in locating appropriate training materials about farmer cooperatives for new employees or old ones, write to the Farmer Cooperative Service, U.S. Department of Agriculture, Washington, D. C. 20250.

Maintaining High Morale

Establishing and maintaining high morale among employees at all levels is an important element in getting the best use of employees’ skills and potential. High morale contributes to loyalty and favorable attitudes toward the cooperative. Low employee morale has the opposite effect.

By and large, people everywhere react pretty much alike. They are irked by rudeness, indifference, unfairness, and shoddy promises. They respond favorably to courtesy, recognition, fair treatment, and neat and clean surroundings.

Placing the proper emphasis on human relations—and thereby promoting good morale—is one of the most important aids in creating conditions that:

—Encourage employees to work well and respond readily to on-the-job challenges.

—Win loyalty and inspire good employee attitudes.

—Reduce turnover.

—Inspire ambitions or aspirations that arouse people to act in a positive way from their own volition.

Human Relations

Considerable research by social scientists and efficiency experts shows that unsatisfactory human relations and unfavorable attitudes hamper production. When hostilities, resent-

ments, suspicions, and fears of workers are replaced by favorable attitudes, production increases.

Practice of good human relations in business does not mean establishing a country club atmosphere catering to every employee whim or desire. It does mean establishing principles and practices that motivate employees to perform their duties to the highest degree of their ability.

Every normal person desires to be somebody, to be trusted, and to feel worthwhile in the eyes of his supervisor and his subordinates.

Here are some practices that establish good human relations and create good morale:

- Well-planned and easily understood work assignments.

- Fair distribution of workload among employees.

- A minimum of below-grade work that could and should be delegated to lower-paid or less-skilled personnel.

- Work assignments of a higher level whenever possible after the employee has demonstrated competency.

- Satisfactory communication—up, down, and across organizational levels.

- Assurance to employees that their constructive suggestions for improving operations will be considered.

- Recognition of work well done—commendation and praise for accomplishments.

- Avoidance of public criticism for mistakes—private discussion, instead, with constructive suggestions for handling the situation better.

- Prompt and fair hearing to employee's complaints—in the knowledge that complaints not quickly and fairly adjudicated become grievances, and grievances not handled properly and fully become grudges.

Leadership

Leadership is the ability to handle people in a manner that commands confidence, respect, and loyal cooperation, and gets people to want to do things the leader wants done.

The good supervisor infuses his subordinates with the desire to support the policies of the cooperative whether or not the supervisor is present.

The supervisor's ability to use the talents of his subordinates efficiently is one measure of his leadership.

The successful leader learns as much as possible about human nature. He respects the dignity of the individual and understands that

each person is important to himself. He learns everything he can about his employees. He knows that people are more important than any machine. He gains the confidence and respect of employees by looking out for their interests and giving them credit when due.

Supervisory Methods

Some supervisors practice a man-to-man approach in getting work done; others use a group method, supervising workers as a team to accomplish the functions of the unit. The group method yields higher productivity and greater job satisfaction in those situations that call for everyone to work together.

If employees are informed about their work and how it should be performed, the actions they take are more apt to be those management wants.

To secure effective and efficient performance, the manager, and in turn, the supervisors, must delegate some authority to act and make decisions in particular types of situations. Many managers and supervisors hesitate to delegate the authority. On the other hand, some delegate more than they should.

In delegating authority, the astute supervisor also provides for its corollary, accountability. An employee given authority to perform a task needs an opportunity to report on his performance, perhaps periodically, to his supervisor. In the process of reporting, the employee learns whether or not he is doing the job the way management wants it done.

Reporting performs two functions: (1) It makes the employee conscious of the importance of the job he is performing; and (2) it helps management assess any need for additional training, or for redefinition of procedures or organizational responsibilities.

There are occasions when authority for even the most important decisions has to be delegated. These occur in emergencies, during absences of the manager for trips or leave, or when the amount of work becomes excessive. However, final responsibility for acts or decisions of subordinates can never be passed on. One former President of the United States displayed a sign on his desk which read: The buck stops here. That pretty well sums it up.

Evaluating Performance

To obtain the best use of personnel requires a continuing program for appraising each job and evaluating the performance of the person

filling it. There are many different appraisal systems, some formal and some informal. Any system must be used with care so that the evaluation is as objective as possible.

An evaluation program has these purposes:

- To determine how well the employee performs the various aspects of his job.

- To encourage the employee to develop his skills and abilities.

- To insure proper placement; that is, the right man in the right job.

Additionally, the performance evaluation can be both an opportunity for the employee to be assured of a periodic review of his performance and as a basis for a promotion.

One cooperative uses what it calls a merit rating system tied to its compensation program. Job performance measurements are converted into rating scores of eight salary ranges within the job. Salary increases are based on the scores attained. The cooperative reports the process is an excellent employee incentive program and assures employees they will be reviewed periodically.

Performance evaluation assumes that employees can adjust themselves to job requirements and that most people have a capacity for improving themselves. An evaluation program recognizes that respect, understanding, and encouragement help employees in developing within the organization.

Development is a joint undertaking of the supervisor and the employee, but provision for evaluation must be made by management.

It is important, as well as convenient, to start with a review of what the employee is expected to do as outlined in his job description. This provides the employee with an opportunity to make suggestions about his work and its relation to overall operations. It offers a means for periodically establishing performance goals—goals the employee helps set. People will almost always work harder toward goals they participate in setting.

One way to help the new employee—or the employee in a new position—understand what is expected of him is to discuss it with him at the beginning of his employment. Jointly develop a set of objectives and goals, together with the factors that will measure the degree to which objectives and goals have been achieved.

Looking at Work Habits

A discussion of the job duties leads naturally into evaluation of the employee's performance. Are the most efficient work methods used? What are the employee's characteristic ways of

tackling problems, dealing with people, and handling tools and knowledge?

Evaluating employee work habits is useful for predicting areas of future success. For the less than satisfactory employee, evaluation of work habits may uncover the source of difficulty.

Personality Factors

In judging an employee's personality in relation to his work, the manager or supervisor has to ask himself whether he has the required skill and experience in human relations to evaluate personality factors in the employee.

Certainly supervisors need to be aware of the employee's personal traits. Such characteristics as honesty, promptness, industry, and attitudes toward fellow workers are important and frequently critical factors in the job situation.

The full skill of the supervisor is called upon in seeking to correct deficiencies in behavior on the job without causing the employee to suffer a loss of self-esteem or arousing antagonism.

Here again the easiest path is through a discussion of the job requirements and how they fit into the total needs of the organization. If possible, the employee should be led to recognize his own responsibility for certain performance factors.

Evaluation Problems

Besides the pitfalls in evaluating personality traits, other difficulties in performance evaluation include these points:

- Most people dislike being judged or rated according to a form containing standards they have had no part in determining and with which they may even disagree.

- The mechanics of the rating classification are easily overemphasized and can crowd out the human relationship. To counter this, the employee should be made to feel that the supervisor has a genuine interest in him as a person and concern for his welfare on the job. Helpful and frank discussion between supervisor and employee can take place more easily on a basis of mutual esteem, individual interest, and sincerity.

- The coaching role of the supervisor in developing the abilities of his employees must, in the long run, be based not so much upon periodic reviews as upon daily two-way communication and exchange of ideas.

So far as possible, the supervisor's role in appraisals is to suggest possibilities and to

stimulate the employee to look ahead at his own personal role in relation to the objectives of the cooperative. The supervisor should be both willing and able to talk freely with the employee about methods of achieving these goals.

Planning for the Future

Many cooperatives help their employees plan for the future by adopting a policy of promotion from within and letting employees know it is adhered to wherever possible. Posting job vacancies encourages employees to prepare themselves for promotion by learning additional skills.

A program for the employee's development depends in part upon his performance in present work assignments and indicated ability for more important assignments. The program might include job assignments to:

- Broaden the employee's experience with the cooperative's operations.
- Provide increasing complexities.
- Include delegation of greater authority.

A responsibility frequently overlooked in cooperatives is the need to train and develop replacements at the supervisory level. It must be made clear repeatedly that as existing supervisors move on to new and larger responsibilities or leave the organization trained replacements should be readily available to fill vacancies.

A further need for this type of employee development comes from the expanding nature of cooperatives, with consequent increased demand for supervisors. Many emergency situations could be avoided if existing supervisors were generally alert to the advantages of having a replacement already trained in advance and capable of assuming supervisory responsibilities.

Developing Executives

Executive development is a planned procedure to train personnel with executive caliber. It increases ability to perform the basic functions of management (planning, organizing, directing, coordinating, and controlling) and thereby helps provide executive manpower as required. Such training is usually designed to give a broad perspective of the purposes and functions of the organization.

Lectures, conferences, formal study courses, job rotation, understudy experience, and individual development are usually integrated in an overall program.

The need for well trained, experienced personnel to fill management jobs is a serious problem in many cooperatives.

Boards of directors can help remedy this situation. They can specify in their written policy statement about manager responsibilities or in their contract with the manager that he report his plans and progress for executive development to the board.

Managers of cooperatives can improve their own capacity for larger operations and increased responsibilities. They can also see that qualified personnel participate in training activities and gain experience in all phases of the cooperative's activities. Such participation is valuable to the manager by making it possible for the cooperative to function properly during his absence.

Here are some things that can be done to develop management potential:

—Have key personnel obtain membership in management organizations and attend meetings.

—When practical, have personnel attend short courses in business management at colleges and universities.

—Through weekly staff conferences with all key employees, discuss management matters and problems confronted during the past week. Solicit suggestions for handling and then acquaint conferees with how they were handled. During these same conferences, pose pending management matters and solicit suggestions.

—Periodically, arrange for one key person to work jointly with another key person to learn routine activities in each other's section.

—Periodically, have key personnel with the manager during consultations, considerations, decisions, board meetings, or other activities.

—Encourage key personnel to attend conferences and management institutes conducted by appropriate trade associations and regional or national cooperative organizations.

—Some managers use committee assignments as an employee development tool. Assignments directed toward leadership and development of company functions or objectives are given to selected staff members. Observation of the skill with which assignments are handled reveals the employee's capacity to operate in a constructive leadership role.

—When the manager feels that key personnel have gained sufficient knowledge to be entrusted with managerial affairs of the organization, he may appoint such key personnel by rotation to serve as acting manager during his absence. Naturally, the manager would not appoint anyone as acting manager until the

board of directors has been fully acquainted with the training program for key personnel and has authorized the manager to make such appointments.

Retaining Good Employees

Programs for recruiting and training good employees must be accompanied by a conscious effort to keep those employees on the payroll. Following are a number of suggestions.

Human Values

To retain the cooperative's good employees, treat them as people.

Donald B. Roark, Director, Cooperative Bank Service, and Deputy Governor, Farm Credit Administration, speaking at a conference sponsored by the American Institute of Cooperation and Farmer Cooperative Service made the point this way:

"Here's what an employee wants and what you must provide:

"1. Recognition as a person. He wants to be treated as an individual, not as a number or a unit in a mass.

"2. Fair treatment. Everybody wants a

square deal. The worst management sin is to be unjust.

"3. The sense of belonging. An employee wants to feel the people around him accept his presence as a good thing."

These conditions do not lessen the importance of adequate wages and salaries, attractive employee benefits, and good working conditions.

Incentive Programs

Several years ago Farmer Cooperative Service conducted a survey with farmer cooperatives to determine types of employee incentive programs used. From some 5,000 replies they found that about two-thirds of the cooperatives used some type of incentive program. More farm supply cooperatives had incentive programs for employees than marketing cooperatives. Information on consumer cooperatives indicates no uniform policies or practice on incentive programs.

Key employee benefit packages providing special insurance and retirement annuities for selected employees who continue their service on the cooperative's staff are being more widely used. The cooperative bears the cost of such plans.

Evaluating and Reviewing

No matter how good policies and procedures are they must be adhered to if they are to be of any value—and they must be kept up to date.

Cooperatives of all sorts have found that as business grows, volume of work increases and established methods and procedures may become inadequate or obsolete. Without a periodic review, performance may become lax. Confusion in direction may develop. Workload piles up. Accomplishment bogs down. Employee morale suffers, and the business suffers.

As times change and management techniques change, policies, methods and procedures need updating to conform to changing conditions so the cooperative will advance with the times.

The cooperative's manpower needs should be re-evaluated by the board and manager regularly. This should be part of a long-range projection in the cooperative's overall planning. Many cooperative boards require the manager to submit each year a five-year program. This is

revised and updated as needed, with the upcoming year presented in more detail than the ensuing four years.

Such a review and projection examines manpower requirements, staff turnover, recruiting techniques, the training program, salary scale (by category only), and the whole range of employee benefits and incentives.

Cooperatives that do this on a regularly scheduled plan report that they get better results in employee relations than they did when they handled staffing without scheduled evaluation and review.

At one in a series of conferences sponsored jointly by the American Institute of Cooperation and Farmer Cooperative Service, Joseph C. Schabacker, Chairman of Commerce Extension at the University of Wisconsin, cited planning and staffing as two of the five functions of management—in a cooperative or in any kind of business endeavor.

"Staffing," he said, "is made up of two elements. One has to do with recruiting, selection, and placement of appropriately trained and qualified people in an organization. The other has to do with continuous training.

"Perhaps the most valuable asset of an

organization is the people who work for it," Mr. Schabacker pointed out, as have so many other consultants in personnel planning. "Since this is true, we ought to nourish that particular asset, just as we care for the cooperative's machines or other physical assets."

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Appendix B. Sample Forms

Form 1.

APPLICATION FOR EMPLOYMENT			Date _____	
Print Name _____	Position Desired _____			
Address _____	Earnings Expected _____			
City-State _____ Phone No. _____	Date Available _____			
In case of injury notify: Name _____	Soc. Sec. No. _____			
Address _____	Height _____ Weight _____			
Marital Status _____	No. of Dependent Children _____	Other Dependents _____		
Physical Defects (explain) _____		Sex _____ Birth Date _____		
		Citizen of U.S.: Yes _____ No _____		
Have You Ever Been Discharged from a Position? _____				

EDUCATION

School	Name and location	Dates		Years Completed	Dipl./Degree		Major course (subj./Degree)
		From	To		Yes	No	
Grade							
High School							
College							
Graduate School							
Business or Trade							
Other							

Extracurricular School Activities _____

Current Hobbies _____

ARMED SERVICES RECORD: Have you served in the U.S. Armed Forces? Yes _____ No _____

Dates: From _____ To _____ Branch _____ Final Rank _____

Type of Discharge _____ Current Draft Status _____

PERSONAL REFERENCES

Name	Address	Occupation

EXPERIENCE (in chronological order)

Present Employer	Address	Kind of Business
Starting Date _____	Starting _____ Salaries _____ Present _____	Reason for leaving _____
Job Title _____	Supervisor's Name _____	May we contact? _____
Description of Work _____		

Form 1.—Continued

EXPERIENCE (continued in chronological order)

Next to last Employer		Address		Kind of Business
Starting Date	Leaving Date	Salaries Starting Leaving		Reason for Leaving
Job Title		Supervisor's Name		May We Contact?
Description of Work _____				

Employer		Address		Kind of Business
Starting Date	Leaving Date	Salaries Starting Leaving		Reason for Leaving
Job Title		Supervisor's Name		May We Contact?
Description of Work _____				

Employer		Address		Kind of Business
Starting Date	Leaving Date	Salaries Starting Leaving		Reason for Leaving
Job Title		Supervisor's Name		May We Contact?
Description of Work _____				

Employer		Address		Kind of Business
Starting Date	Leaving Date	Salaries Starting Leaving		Reason for Leaving
Job Title		Supervisor's Name		May We Contact?
Description of Work _____				

ADDITIONAL EXPERIENCE AND INFORMATION (licenses, special machines, etc.) _____

INTERVIEWER'S COMMENTS _____

Date of Interview _____ Interviewed by _____

Form 2.—Application Form

Name _____ Phone _____ Date _____
 Address _____ Referred by _____
 Age _____ Birth date _____ Marital status _____ No. children _____ Ages _____

Education: High School _____ College _____
 1 2 3 4 yrs. Dates _____ 1 2 3 4 yrs. Dates _____
 Present or last position _____ From _____ To _____
 Company _____ City _____ Last Salary _____
 Supervisor's Name _____ Title _____ Phone _____

Kind of job: (First and later assignments, noting duties and promotions.)

How was your supervisor to work with? _____
 What did you like about the job? _____
 Reasons for leaving _____
 Whom do you know here? _____

Other jobs:

	Company	City	Supervisor	Kind of job	From	Date To	Why Left
1	_____	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____	_____

References: (not former employers)

Name	Address	Occupation
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Form 3.—Application Card

[illegible]

IMPORTANT CIVILIAN AND MILITARY EXPERIENCE			
DESCRIBE YOUR LONGEST AND MOST IMPORTANT JOBS. BEGIN WITH YOUR MOST RECENT JOB			
15. NAME EMPLOYER OR BRANCH OF MILITARY SERVICE			19. NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT
16. ADDRESS			
17. EMPLOYER'S BUSINESS			
18. LENGTH OF JOB	DATE ENDED	PAY	24. NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT
20. NAME EMPLOYER OR BRANCH OF MILITARY SERVICE			
21. ADDRESS			
22. EMPLOYER'S BUSINESS			29. NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT
23. LENGTH OF JOB	DATE ENDED	PAY	
25. NAME EMPLOYER OR BRANCH OF MILITARY SERVICE			
26. ADDRESS			34. NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT
27. EMPLOYER'S BUSINESS			
28. LENGTH OF JOB	DATE ENDED	PAY	
30. NAME EMPLOYER OR BRANCH OF MILITARY SERVICE			39. NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT
31. ADDRESS			
32. EMPLOYER'S BUSINESS			
33. LENGTH OF JOB	DATE ENDED	PAY	
35. NAME EMPLOYER OR BRANCH OF MILITARY SERVICE			
36. ADDRESS			
37. EMPLOYER'S BUSINESS			
38. LENGTH OF JOB	DATE ENDED	PAY	

Form 4.—Application for Employment

READ CAREFULLY, WRITE CLEARLY, ANSWER ALL QUESTIONS APPLICABLE TO YOU. AN INCOMPLETE
APPLICATION WILL NOT BE CONSIDERED.
(All information treated confidentially)

Date _____

Name _____ (Please print plainly) Home telephone number _____

Present address _____ How long have you lived there? _____

No. Street City State

Previous address _____ How long did you live there? _____

No. Street City State

Business address _____ Business telephone number _____

No. Street City State

Sex: <input type="checkbox"/> M, <input type="checkbox"/> F; Date of birth _____ 19____ Height _____ ft. _____ in. Weight _____ lbs. Are you a citizen of the U.S.? <input type="checkbox"/> Yes, <input type="checkbox"/> No.	<input type="checkbox"/> Married; Date _____ 19____ <input type="checkbox"/> Single, <input type="checkbox"/> Engaged, <input type="checkbox"/> Separated, <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced; Date _____ 19____	Their No. children _____ ages _____ No. other dependents _____ Ages _____ Soc. Sec. No. _____
--	--	--

Position applied for _____ Earnings expected \$ _____

Who referred you to this Company? _____

Have you ever applied to, or been employed by, this Company? _____ If so, when? _____ Where? _____

Names of relatives employed by this Company _____ How related? _____

EDUCATION

Type of School	Name and Address of School	Course Majored in	Check Last Year Completed				Graduate? Degrees Received	Last Year Attended
Elementary			5	6	7	8	<input type="checkbox"/> Yes, <input type="checkbox"/> No.	19
High School			1	2	3	4	<input type="checkbox"/> Yes, <input type="checkbox"/> No.	19
College			1	2	3	4		19
College			1	2	3	4		19
Graduate School			1	2	3	4		19
Business or Trade School			1	2	3	4		19
Correspondence or Night School			1	2	3	4		19

If you did not graduate from high school, what was the reason? _____

Who paid for your education? _____

PHYSICAL STATUS

List physical handicaps, major illnesses or operations _____

Give name and address of your doctor _____

Did you ever have to give up your work due to ill health? _____

Have you ever received Workmen's Compensation (Not unemployment) benefits due to injury? _____

If so, state briefly the reason _____

If accepted for employment, will you take a physical examination? _____

Give date of your last physical examination _____

Would you be willing to accept temporary or part-time work? _____

On what date can you start if hired? _____ 19____. How much notice do you require? _____

What languages other than English do you speak? _____

WORK HISTORY

Beginning with the most recent, list below the names and addresses of all your employers: (Include military service) a. Company name b. Address and telephone number	Kind of Business	Time Employed				Nature of Work at Start
		From		To		
		Mo.	Yr.	Mo.	Yr.	
1. a. _____ b. _____						
2. a. _____ b. _____						
3. a. _____ b. _____						
4. a. _____ b. _____						
5. a. _____ b. _____						
6. a. _____ b. _____						
7. a. _____ b. _____						
8. a. _____ b. _____						

Indicate by number _____ any of the above employers whom you **DO NOT** wish us to contact.

Were you ever bonded? ☐ No, ☐ Yes, On which jobs? _____

References (Not former employers or relatives)	Address	Phone Number
1. _____		
2. _____		
3. _____		

MISCELLANEOUS INFORMATION which may be of further help in considering your application.

What Cooperative Association Do You (or Your Family) Patronize at Present? _____

What Cooperative Publications Do You Subscribe For? _____

Official Positions, If Any, You Have Held in Organizations You Have Belonged To? _____

List Organizations You Belong to, excluding those the name or character of which reveal the race, creed, color, national origin or ancestry of its members. _____

Office Machines You Can Operate: _____

Words Per Minute Speed: Typing: _____ Shorthand: _____

Would you be willing to leave your present home community for a satisfactory employment opportunity? ☐ Yes ☐ No

(Continued)

WORK HISTORY

Earnings Per Month at Start	Nature of Work at Leaving	Earnings Per Month at Leaving	No. of People Supervised by you	Reasons for Leaving If resigned or discharged, please state reason.	Name of Immediate Supervisor
					Name Title
					Name Title
					Name Title
					Name Title
					Name Title
					Name Title
					Name Title
					Name Title

PERSONAL

Do you have income outside employment? ☐ Yes ☐ No. If yes, amount and source? _____

Do you: ☐ Own your home? ☐ Rent? ☐ Board? ☐ Stay with friends? Other? _____

(If you rent) What monthly rent do you pay? \$ _____ Do you own your furniture? ☐ Yes, ☐ No

Is your spouse employed? ☐ No, ☐ Yes, part time, ☐ Yes, full time; Kind of work _____ Spouse's earnings

\$ _____ per _____. Full name of spouse _____ Spouse employed by _____

Do you carry life insurance outside your present employment? ☐ No, ☐ Yes; Amount \$ _____ Do you own an automobile?

Make _____ Year Model _____

Name, address, telephone number, relationship of person

to be notified in case of emergency _____

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with this Company? _____

NOTE: If your name has been changed by marriage, please print your original family name.

I hereby authorize this company to investigate all statements contained in this application. I understand that misrepresentation or omission of material facts will be cause for dismissal.

Here _____

Your Signature _____

Form 4.—Continued

Have you ever been in business for yourself? _____

Where? _____ Nature of business? _____

Why did you discontinue? _____

If business was sold, why? _____

Have you ever been discharged or requested to resign from any position? _____

If so, give particulars _____

Have you ever been arrested? _____ Give date, place and offense. (Do not mention traffic violations) _____

Have any suits been instituted or judgment obtained against you for indebtedness _____ By Whom? Give Name and address _____

DO NOT WRITE BELOW THIS LINE

Tiffin-Lawshe score: _____ Minnesota Clerical: _____

AGCT: _____ Practical Judgment: _____

Watson Glaser: _____

Others: _____

Comment: _____

Interviewer _____

Form 5.—Standard Position Description

(Name) Date _____

POSITION: _____

Department: _____

Reports To: _____

Position Objective:

[illegible]

Form 6.—Phone Reference Check

(Contact two or more former employers if possible)

My name is _____ My company, the XYZ Cooperative, has been reviewing the application of Mr. _____ for a position in our company. He has indicated he was once employed by you. We believe Mr. _____ has the qualifications we are seeking, but before we make a final decision we need to know a few details of his work with you.

Name of person giving information _____ . His title _____ . His phone _____ . His firm name _____ .

1. Did you employ Mr. _____ ? Yes ___ No ___
 2. For how long? _____
 3. What was his assignment? _____
 4. Was his work satisfactory? Yes ___ No ___ If "No," wherein was he deficient? _____

 5. Did he get along well with his co-workers? Yes ___ No ___
 6. Why did he leave your employ? _____

 7. Would you rehire him? Yes ___ No ___ If "No," why not? _____

 8. Was he ever absent, except for illness or vacation? Often ___ Seldom ___ Never ___
 9. Did he have any administrative or supervisory responsibilities? Yes ___ No ___
 10. Did his assignment involve any responsibility for company funds? Yes ___ No ___ If "Yes," did he ever have any shortages? Yes ___ No ___
 11. Did he have any personal problems that might affect his work? Financial ___ ? Domestic ___ ? Excessive drinking or gambling ___ ?
 12. He reports earning \$ _____ per _____ when he left your firm. Is that the correct amount? Yes ___ No ___
 13. What, in your judgment, were his strongest characteristics? _____

- His weakest? _____

Interviewer _____

Division _____ Date _____

Form 7.—Skill Questionnaire

SKILL QUESTIONNAIRE

(Name of Plant)

Employee's Name _____ Payroll or Badge No. _____
(Write last name first)

Sex _____ Date of Birth _____ Assigned Dept. _____
(Mo.-Day-Year)

Present Payroll or Plant Title _____ Length of Serv. on Present Job _____
(Years)

You are being asked to fill out this form in order to determine the skills you possess. Do not hesitate to ask questions of those who have been appointed to assist you. Read the directions carefully and make sure that you understand what information is wanted.

What is the nature of your training or experience with the following:

Skills	Amount of work experience in years	No work experience but training in years	Where and When	Your hobbies which you believe will be helpful
I Plant jobs:*				
II Plant machines:*				
III Plant instruments:*				
IV Other				

NOTE*—To be filled in to cover plant needs.

Section IV is left blank so as to provide for any other skills worker might wish to record.

Education (Circle highest grade completed): Grade School 1 2 3 4 5 6 7 8 High School: 1 2 3 4 College: 1 2 3 4

Major Subjects _____

Are you (in your opinion) using your highest skill in your present job? Yes ___ or No ___ If not, what plant jobs would use your higher skills? _____

(Give specific plant titles)

Do you think you would like any work other than your present job? ___ If so, what work, and why? _____

Would you accept training? ___ What would you like to learn? _____

Form 8.—Sample Score Sheet For Employment Interview Questionnaire

Name of Applicant: _____
 Address: _____ Phone No.: _____
 Age: _____ Married: _____ Children: _____
 How Was Applicant Obtained? Referred by _____
 Answered Ad _____
 Patron Referral _____
 Through School _____
 Through Employment or Counseling Service _____
 Other _____
 References:
 1. _____
 2. _____
 3. _____

QUALITY	DESIRABLE ANSWERS	UNDESIRABLE ANSWERS
Customer Needs	_____	_____
Ability to Size-up	_____	_____
Ambition	_____	_____
Curiosity	_____	_____
Friendliness	_____	_____
Honesty	_____	_____
Initiative	_____	_____
Mechanical Aptitude	_____	_____
Orderliness	_____	_____
Originality	_____	_____
Self Control	_____	_____
Versatility	_____	_____
Interest in the Field	_____	_____

Total Desirable Answers _____
 Total Undesirable Answers _____
 Your own evaluation of applicant _____
 Disposition:
 Hired: _____
 Would have hired, but applicant decided against: _____
 Will hire as soon as have opening: _____
 Applicant does not meet standards for the job: _____

Form 9.—Standard Job Specification

POSITION:

MIXER AND MILL OPERATOR

DEPARTMENT: Feed

POSITION OBJECTIVE: To operate all
milling equipment.

DUTIES AND RESPONSIBILITIES:

1. Operate controls to draw ingredients from bins to bulk cart in strict accordance with formulas.
2. Obtain and dump bagged ingredients in mixers.
3. Meter and dump liquids in mixer.
4. Dispense drugs as required and maintain inventory controls.
5. Change grinder screens as required.
6. Start, stop, and check operation of hammer mill.
7. Line up grinding.
8. Maintain all operating records necessary.
9. Balance and adjust all scales at least once a week.
10. Sweep and clean up mixer area once a day.
11. Dust off equipment once a week.
12. Make out all tickets.

MAN REQUIREMENTS:

1. Must have mechanical aptitude.
2. Must have a high school education or equivalent.
3. Must understand all mill policies and operating procedures.
4. Must understand CO-OP Feeds and CO-OP Feed programs.
5. Must be knowledgeable of drugs and their uses.

Form 10.—Merit Rating

Name of employee Period covered Date rated Rated by

Position Department Date reviewed with employee

Major results expected

- | | | | |
|---|---|---|--|
| <p>1 Gets increased sales of:
Lubrication jobs by _____ %
Brake jobs by _____ %
Tuneup by _____ %
Wheel alignment by _____ %
Tires and tubes by _____ %
Exhaust systems by _____ %
Batteries by _____ %
Auto accessories by _____ %</p> | <p>2 Instructs shop employees on how to carry out assignments, thereby improving efficiency, production and performance</p> | <p>3 Maintains customer acceptance of products and services</p> | <p>4 Carries out other duties as directed by manager</p> |
|---|---|---|--|

Indications of Performance

- | | | | |
|--|---|---|---|
| <p>Percent of sales increase in assigned commodities
Number of potential studies completed
Number of service and sales expansion programs instituted</p> | <p>Amount of time spent in on-the-job training
Length of time taken to get employees up to standard performance</p> | <p>Number of complaints resulting from inadequate product knowledge
Number of product or work complaints or questions answered satisfactorily
Number of problems caused by not keeping abreast or reporting</p> | <p>Number of times studies are completed
Number of problems resulting from inadequate control</p> |
|--|---|---|---|

Actual Performance

(use back of sheet for additional comments)

Rating (See Below)

Weight 40	Weight 30	Weight 20	Weight 10
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

- Has not turned out the amount of good work expected—performance would be considered *unsatisfactory*.
- Has not reached the standard of work expected on all phases of the job—performance *progressing* but would be considered only *fair*.
- Has consistently attained the standard of work expected on all phases of the job—performance would be considered *very satisfactory*.
- Has consistently exceeded the standard of good work expected by maintaining high outputs over the period—performance would be considered definitely *superior*.
- Has exceeded the standard of work expected by sustaining over the entire period unusually high output—performance would be considered *outstanding*.

Form 11.—Recommendation For Salary Increase

XYZ COOPERATIVE

Date

Department Head or Supervisor whose signature appears below hereby submits this recommendation for approval of the General Manager.

Name of Employee	Department		Date Employed
Present Position	Present Salary	Date of Last Raise	Proposed Salary
Raise Recommended By	Effective Date	Signature of Department Head	
Reasons for Recommending Increase in Salary (Explain in Detail)			

The above request for salary adjustment is approved _____ rejected _____

Signed _____
General Manager

Recorded:

Comptroller	Pension Plan	Group Insurance	Payroll Records
-------------	--------------	-----------------	-----------------

Form 12.—Appraisal For Promotion

(Submit in duplicate)

PART 1—GENERAL (To be filled out by Employee) (If previous information attached, update only)				Date:	
NAME		AGENCY		DIVISION	
				DATE OF BIRTH	
TITLE		GRADE AND SERIES		HEADQUARTERS	
EDUCATION (Schools)		DEGREES	DATES	MAJORS	SPECIAL QUALIFYING COURSES
SPECIAL TRAINING (Give dates)					

EXPERIENCE (Give dates). USE ADDITIONAL SHEET IF NECESSARY

SPECIAL RECOGNITION, AWARDS, ETC. (Give dates)

PART 2—APPRAISAL (To be filled out by Supervisor)		EMPLOYEE NAME:			
NOTE: Items 1 through 11 apply to all employees. Items 12 through 14 for supervisory employees only.					
EVALUATION FACTORS	OUTSTANDING	STRONG	AVERAGE	WEAK	
1. Technical Competence					
2. Quantity of Work Produced					
3. Quality of Work Produced					
4. Ability to Adjust to Work Situations					
5. Ability to Work Harmoniously with Others					
6. Dependability					
7. Initiative					
8. Judgment					
9. Ability to Communicate Orally and/or in Writing					
10. Ability to Accept Responsibility					
11. Physical Fitness					
12. Ability to Make Decisions					
13. Ability to Plan Work and Analyze Results					
14. Supervisory Ability					

TITLE OF IMMEDIATE SUPERVISOR	SIGNATURE OF IMMEDIATE SUPERVISOR	DATE
TITLE OF REVIEWING OFFICIAL	SIGNATURE OF REVIEWING OFFICIAL	DATE

(Continued)

PART 3—NARRATIVE STATEMENT *(To be filled out by Supervisor)*

1. Present performance:

2. Strong and/or weak points, including training needed to develop potential:

3. Potential for specific job other than the one now in, including potential for position(s) outside normal promotion ladder:

4. Other pertinent information, such as career objective; willingness to transfer, including transfer to broaden experience; outside activities; special training received; awards; etc.:

Form 13.—XYZ Cooperative Personnel Department

Rating Scale For Fieldmen Applicants

19

Date

Name of Applicant

	Rating (<i>Circle words that apply</i>)		
	GOOD	FAIR	POOR
AGE	Within age range of best men in our organization	Not at best age, but should do	Too young or too old
AGGRESSIVENESS	Tactful in leading conversation	Fairly aggressive	Just sits and listens
APPEARANCE	Makes a really fine impression	Good enough—he'll get by	Makes a poor impression
ATTITUDE	Shows an ambitious interest in future	Just an average person, but interested in our program	Merely wants a job
CHARACTER	A confidence-inspiring person	Seems all right	Definitely doubtful
EDUCATION	Just right for promoting our line	Adequate	Too much or too little for our work
ENTHUSIASM	Forceful and eager	Average	Doesn't seem to care
EXPRESSION	Direct, clear, and fluent	Average voice and fluency	Poor expression; (or) poor voice
FINANCES	Has done very well for age	Average	Seems a poor manager of money
HEALTH AND ENERGY	Gives appearance of abundant energy	Should be able to keep up	Not much vitality (or) poor health
HOME AND SOCIAL LIFE	Seems happy and well Adjusted	Average	Reports domestic trouble (or) unsocial
KNOWLEDGE OF OUR BUSINESS	Better than average	Average	Little or none
LEADERSHIP	Appears to have executive qualities	May or may not develop	None apparent
MANNERS	Pleasing and appropriate	Passable	Lacks social sense
MATURITY	Serious and thoughtful	Average	Seems immature for age
MENTAL ALERTNESS	Reacts promptly and intelligently	Average	Not impressive
PERSONALITY	Just the type of man we want	Should fit in	Definitely unfavorable
POISE	Pleasant and self-assured	Average	Fidgety and ill at ease
SALES EXPERIENCE	Excellent for our work	Adequate	Inadequate
STABILITY	Looks as though he'll wear well	Should be about average	Seems to be a "floater"

Comments:

- ☐ Recommended for Employment
☐ Not Recommended for Employment

Signed

Form 14.—Employee Reference Check
XYZ Cooperative

To _____ 19_____

The person named below has applied to us for a position as _____. This individual has named you as a reference and has authorized us to address this inquiry to you regarding his character and qualifications. We shall appreciate it if you will kindly insert check marks in the spaces provided below and submit any comments you may wish to make concerning this applicant.

Signed _____
Title _____

Name of applicant _____

Address _____

QUALIFICATIONS	GOOD	FAIR	POOR	REMARKS
1. Diligence				
2. Honesty				
3. Enthusiasm				
4. Truthfulness				
5. Courtesy				
6. Health				
7. Ambition				
8. Memory				
9. Dependability				
10. Habits				
11. Are services satisfactory?				
12. Consistent temperament				
13. Cooperation				
14. Attitude toward customers				

15. How long was he in your employ _____

16. Why did he leave your employ _____

17. Other information _____

Use back of form for any
further comments you
may wish to make.

Signed _____
Firm _____

OTHER PUBLICATIONS AVAILABLE

Farmer Co-ops—What Are They? Information
59
Improving Management of Farmer Cooperatives. General Report 120
Employee Incentive Plans of Farmer Cooperatives. General Report 104
What Directors Expect of Managers. Reprint
337
Employee Relations Need Careful Tilling. Reprint 364
Farmer Cooperatives—Farm Business Tools.
Agricultural Information Bulletin 275

A copy of each of these publications may be
obtained from

FARMER COOPERATIVE SERVICE
U.S. DEPARTMENT OF AGRICULTURE
WASHINGTON, D.C. 20250